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Improvement of Arabic Speaking Skills Through the Total Physical Response Learning Method at The State Islamic Junior High School

تحسين مهارة الكلام باللغة العربية من خلال طريقة تعلم الاستجابة البدنية الكلية في المدرسة المتوسطة الحكومية

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ABSTRACT

Purpose: The goal of this study is to find out how much students' ability to speak Arabic (*maharah kalam*) improves when they use the Total Physical Response (TPR) method to learn Arabic at class VII-A Islamic Junior High School or MTsN (4) in Jombang, Indonesia, as well as what factors help and hurt their progress. **Design/ methods/approach:** This study used spiral system classroom action research. This research followed the Hopkins model research design, starting with preliminary acts, then planning, action, observation, and reflection. The research cycled twice. Cycle II improved on cycle I's incomplete evaluation results. Cycle I reflection determined Cycle II improvements. This study yielded qualitative and quantitative data. Quantitative data comes from teacher observations, student interviews, and field notes. Student activities and post-learning evaluations provide quantitative data. The data came from students of class VII-A Islamic Junior High School (4) in Jombang, Indonesia. This study used observation, testing, and field notes. Data analysis completed a study. Interviews, field notes, student evaluations, and teacher observations were assessed. Instructor observations, interviews, and field notes shaped conclusions. Data analyzed student evaluation and activities. **Findings**: The results showed (1) With the TPR learning method, the score of the test results in the first stage at the end of learning *maharah kalam* Arabic averaged 60.98%, which is so good. After being given directions back in the second stage, it reached an average of 72 % or with good criteria; (2) The supporting factors that influence speaking activities are language (linguistic) and non-linguistic (non-linguistic), while the inhibiting factors are more dominant to the lack of mastery of mufradat.

KEYWORDS:
Total Physical Response, Maharah Kalam, Arabic Speaking skill.

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الملخص

كانت أهداف هذه الدراسة هي معرفة مدى زيادة مهارة كلام من خلال طريقة تعلم الاستجابة البدنية الكلية في الفصل السابع في المدرسة الثانوية الحكومية (4) جومبنج ومعرفة العوامل الداعمة والمثبطة في زيادة اللغة العربية مهارة كلام من خلال طريقة تعلم الاستجابة البدنية الكلية في الفصل السابع في المدرسة الثانوية الحكومية (4) جومبنج. يستخدم هذا المنهج البحثي منهجا وصفيا نوعيا، مع تقنيات جمع البيانات باستخدام الملاحظة والمقابلات والتوثيق والاختبارات الشفوية. تستخدم تقنية تحليل البيانات تقليل البيانات وعرض البيانات والاستنتاج والتحقق. أظهرت النتائج (1) مع طريقة التعلم TPR ، بلغ متوسط درجة نتائج الاختبار في المرحلة الأولى في نهاية تعلم مهارة كلام العربية 60.98٪ ، وهي جيدة جدا. بعد إعطائها التوجيهات مرة أخرى في المرحلة الثانية ، وصلت إلى متوسط 72٪ أو بمعايير جيدة. (2) العوامل الداعمة التي تؤثر على أنشطة التحدث هي اللغة (اللغوية) وغير اللغوية (غير اللغوية) ، في حين أن العوامل المثبطة هي الأكثر هيمنة لعدم إتقان المفردات.

الكلمات المفتاحية: اللغة العربية، التعلم المكثف، الانغماس في اللغة

1. Introduction

Arabic entered Indonesia along with the introduction of Islamic teachings.[1] In the beginning, people learned Arabic as a means of worship. The influence of Arabic as a religious language and its role in culture and science includes the Al-Qur'an language in the national curriculum component. It is used as a subject that almost always exists in Islamic educational institutions starting from the kindergarten (*Raudatul Athfal*) level, elementary school (*Madrasah Ibtidaiyah*), to college institutions.[2]

The main function of language is communication tools to convey ideas, opinions, and feelings to others. Through language, humans can relate to each other

[1] Ahda Islah Addiny and Tutik Hamidah, 'Rahasia Bahasa Arab Sebagai Kalam Ilahi "Pakar Tafsir"', *AlMunir* 08, no. 38 (2022): 1–29; Azis Zulfian Adisianto, khwan Nur Rois, and Fahma Reta Putri, 'Orientasi Belajar Bahasa Arab Di Era Revolusi Industri 4.0', in *Prosiding Seminar Nasional Bahasa Arab Mahasiswa IV* (Query date: Semnasbama, 2020), 206–14; Kuswoyo, 'Konsep Dasar Pembelajaran Maharah Al-Kalam', *An-Nuha* 4, no. 1–10 (2017): 1–10.

[2] Abdul Ghofur, Aidah Novianti Putri, and Farichatul Ula Safarina Farda, 'Kajian Teoritis: Tujuan Kurikulum Pada Mata Pelajaran Bahasa Arab', *Ihtimam: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2019): 19–38; Muhammad Afthon Ulin Nuha and Faedurrohman, 'Manajemen Perencanaan Kurikulum Bahasa Arab (Tinjauan Ontologi, Epistemologi Dan Aksiologi)', *Al-Muyassar: Journal of Arabic Education* 1, no. 2 (2022).

(communicate), share experiences, learn from each other, and improve intellectual abilities.[3] There is still a lot of mastery and use of language as a good and correct communication tool that has yet to get maximum results. There are still several students who always need more time to speak. There is a fear of speaking up if you say the wrong thing or say the right thing in the wrong way. Class VII-A students experience this problem at Islamic Junior High School (hereafter shortened to MTsN) 4 in Jombang, Indonesia. Learning Arabic, especially the speaking skills *(maharah kalam)* material, becomes passive and unenthusiastic due to the lack of courage to speak. The speaking activity is interesting and lively in class, but the opposite often happens. Speaking activities become uninteresting, do not stimulate student participation, make the atmosphere stiff, and eventually get stuck.

The lack of students' speaking skills in Arabic subjects can be caused by various things, one of which is that Arabic is the second language studied. The more similarities between the second language learned and the mother tongue, the easier learning will be, while the more differences, the more it will hinder the learning process.[4] If not anticipated, such conditions can negatively influence children's speaking ability. Appropriate methods that are relevant to the stage of their learning development are needed to overcome this problem.

So far, the method of learning to speak Arabic in MTsN 4 Jombang is still dominant with the lecture method, where the teacher only lectures, and the students are not trained in pronunciation or mention of vocabulary. This causes the students' speaking skills to be very low, and if this is allowed to drag on, it will lead to failure in learning Arabic. So, efforts to apply new methods to improve students' speaking skills are necessary. To overcome the difficulties teachers, teach students to have the ability and courage to speak good and correct Arabic, it is best to use the TPR method in learning Arabic.

Total Physical Response (TPR) is a method for improving speaking skills. The TPR language learning theory was first applied by James J. Asher, a psychology professor at the University of San Jose, California, who has successfully developed this method for learning foreign languages in children. He argues that direct pronunciation to children or students contains an order, and then children or students will respond physically before producing verbal or speech responses.[5]

[3] M Affan, 'Khazanah Arabo-Indofonie Dan Prospek Kajian Bahasa Dan Sastra Arab', *ICoIS: International Conference on Islamic Studies* 1, no. 1 (2022): 175–81; Afidhotul Nur Azizah, Ayu Widya Ningsih, and Majidatun Ahmala, 'Maharah Lugawiyah Dalam Pembelajaran Daring Bahasa Arab', *Lisanan Arabiya* 5, no. 1 (2021): 35–50, https://doi.org/https://ojs.unsiq.ac.id/index.php/liar/article/view/1768.

[4] M Al-Ghamdi, 'Examining Second Language Written Output: A Case Study of A Saudi University Masters EFL Students', *International Journal of English Language And* 16, no. 05 (n.d.); Yongliang Wang, Ali Derakhshan, and Lawrence Jun Zhang, 'Researching and Practicing Positive Psychology in Second/Foreign Language Learning and Teaching: The Past, Current Status and Future Directions', *Frontiers in Psychology* 12 (2021): 1–10, https://doi.org/https://doi.org/10.3389/fpsyg.2021.731721.

[5] A Afifah and I Mashuri, 'Pengaruh Penggunaan Metode Totally Physical Responce (TPR) Terhadap Keterampilan Berbicara Mata Pelajaran Bahasa Arab MI Miftahur Rahman Benowo Surabaya',

This TPR method is very easy and light in terms of language use.[6] Also, it contains elements of game movements so that it can relieve stress on students because of the problems they face in their lessons, especially when learning foreign languages, and can also create a positive mood in students, which can facilitate learning to increase student motivation and achievement in the lesson.[7] The meaning or meaning of the target language is learned during the action.[8]

The teacher or instructor has an active and direct role in implementing this TPR method. According to Asher, "The instructor is the director of a stage play in which the students are the actors,"[9][10] which means that the teacher (instructor) is the director in the story show and it, the students are the actors or actors. The teacher decides what will be learned and who plays and displays the subject matter. Students in TPR have the main role of listeners and doers. Students listen attentively and respond physically to instructions given by the teacher individually and in groups. So the Total Physical Response (TPR) method is a language learning method that is structured on command, speech, and action coordination; and attempts to teach language through physical (motor) activity.[11]

In fact, in the development of the Total Physical Response (TPR) method, there are many obstacles in an institution, including educators and students and the

INCARE, International Journal of Educational 3, no. 1 (2022); Widya and Erika Agustiana, 'Peningkatan Penguasaan Kosakata Dengan Metode Total Physical Response (TPR)', in *Simposium Nasional Ilmiah Dengan Tema: (Peningkatan Kualitas Publikasi Ilmiah Melalui Hasil Riset Dan Pengabdian Kepada Masyarakat)*, ed. Puput Irfansyah et al. (Jakarta: Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Indraprasta PGRI, 2019), 1187–94; Rindilla Antika and Elsy Melia Sari Sari, 'Developing Character-Based English Teaching Materials for Elementary School Students through Total Physical Response (TPR)', *Al-Ishlah: Jurnal Pendidikan* 14, no. 3 (2022): 3122–34; Cynantia Rachmijati, Anita Anggraeni, and Dewi Listia Apriliyanti, 'Pelatihan Metode TPR Untuk Meningkatkan Kemampuan Berbicara Dan Kreativitas Siswa Di Tingkat Smp, Desa Jalancagak, Kabupaten Subang', *Abdimas Siliwangi* 2, no. 2 (2019): 155–65.

[6] Dian Ekawati, 'Urgency of Arabic in Islamic Education', *International Journal of Arabic Language Teaching* 1, no. 02 (2019): 209–22.

[7] S Dollah, 'Meningkatkan Motivasi Belajar Bahasa Inggris Melalui Metode Total Physical Responce (TPR) Pada Siswa Kelas IX', *Jurnal Pendidikan Biharul Ma'arif* 6, no. 2 (2021).

[8] Achmad Fadlan et al., 'Penerapan Metode TPR (Total Physical Respone) Dalam Pembelajaran Bahasa Inggris Anak Usia Dini', *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini* 4, no. 1 (2021), https://doi.org/https://doi.org/10.24042/ajipaud.v4i1.8619.

[9] Nadiya Ulya and Ichsan, 'Pengaruh Metode Total Physical Response Pada Perkembangan Kosakata Bahasa Inggris Anak Usia Dini', *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal* 9, no. 2 (2021), https://doi.org/https://ejournal-fip-ung.ac.id/ojs/index.php/SJECE/article/view/1441.

[10] Pahri, 'Implementation of Total Physical Response (TPR) Method in Improving Arabic Speaking Skills', *Tanwir Arabiyyah: Arabic as Foreign Language Journa* 1, no. 2 (2021): 63–72.

[11] N Cahyani, R Duyo, and A Jihad, 'Using Total Pshycal Response (TPR) And Direct Method To Improve Students' Vocabulary Mastery At SMK LPP UMI Makassar', *Journal English Education* 3, no. 2 (2022): 191–99; A Prananti and M Ratminingsih, 'The Study of TPR Implementation In Teaching Listening and Speaking For Elementary School at SD Laboratorium UNDIKSHA Singaraja in The Academic Year 2013', *Jurnal Pendidikan* 7, no. 2 (2019): 1–10, https://doi.org/https://doi.org/10.23887/jpbi.v7i2.20388; I Puspawati, 'Penggunaan Metode TPR Storytelling Untuk Mengajarkan Kosakata Bahasa Inggris', in *Prosiding Seminar Nasional Program*, vol. 10 (Query date, 2020), 269–74.

supporting tools needed, and due to factors from the students themselves who do not have strong motivation and their perspective on the Arabic language. Considered difficult, inaccuracy in choosing the method offered could be more attractive. It causes students not to be enthusiastic about learning as well as the limitations of existing media or the limitations of schools in providing learning media.

2. Methods

The method used in this research is classroom action research. Classroom Action Research is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together.[12] These actions are given by the teacher or with directions from the teacher carried out by students. Classroom Action Research is included in qualitative research, although the data collected can be quantitative, where the description is descriptive in words; the researcher is the first instrument in data collection, and the process is as important as the product.[13]

Classroom Action Research in this study used a spiral system with a model. This research was carried out by the Hopkins model research design, which began with preliminary actions and then continued with planning, action, observation, and reflection.[14] The research was conducted in 2 cycles. The evaluation results in cycle I was still incomplete, so improvements were made in cycle II. Cycle I reflection was carried out to determine improvement steps in cycle II.

The data obtained from this study's results are qualitative and quantitative. Qualitative data is data that is obtained and analyzed not in the form of numbers but is described in words.[15] The results of interviews with teachers and students, results of observations of teacher activities, and results of field notes are quantitative data. Quantitative data is data obtained from the calculation of numbers.[16] Quantitative data is in the form of observations of student activities and results of student evaluation tests after participating in the learning process.[17]

The source of data was obtained from class VII-A students at MTsN 4 Jombang to find out how much the maharah kalam increased in learning Arabic using the

[12] Zainal Aqib and M Chotibuddin, *Teori Dan Aplikasi Penelitian Tindakan Kelas (PTK)* (Yogyakarta: Deepublish, 2018); Muh. Fitrah and Luthfiyah, *Metodologi Penelitian: Penelitian Kualitatif, Tindakan Kelas & Studi Kasus*, ed. Ruslan and Moch. Mahfud Effendi (Sukabumi: Jejak Publisher, 2017).

[13] E Mulyatiningsih, 'Metode Penelitian Tindakan Kelas', in *Modul Pelatiihan Pendidikan Profesi Guru* (Yogyakarta: Fakultas Teknik, 2015).

[14] N Saptadi, 'Pelatihan Metode Penelitian Tindakan Kelas Untuk Meningkatkan Kualitas Pembelajaran Di SMPK Santa Clara Surabaya', *Journal of Sustainable Community Development* 3, no. 3 (2021): 150–58.

[15] Zuchri Abdussamad, *Metode Penelitian Kualitatif*, ed. Patta Rapanna (Makassar: Syakir Media Press, 2021); S Aminah and Roikan, *Pengantar Metode Penelitian Kualitatif Ilmu Politik*, 1st ed. (Jakarta: Prenadamedia Group, 2019).

[16] Muslich Anshori and Sri Iswati, 'Metodologi Penelitian Kuantitatif' (Surabaya: Airlangga University Press, 2017).

[17] Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab*, ed. Anang Solihin Wardan (Bandung: Remaja Rosdakarya, 2011).

TPR method. Data collection techniques used in this study were 1) Observation; this study involved two observers, including teachers and researchers. The observation process is carried out by referring to the observation guidelines that have been prepared; 2) Test, the form of the test used is an interview test, in which students are asked to name an object using Arabic; 3) Interviews, in this study used the type of guided free interviews and the results of the interviews were related to information about the media used by the teacher, student learning outcomes, the constraints faced by the teacher in learning Arabic using the TPR method, as well as the teacher's response regarding the application of learning Arabic using the TPR method; 4) Field notes, in this study the researcher who wrote the field notes was the executor of the action.

Data analysis was carried out in a study to conclude all the data that had been obtained. The data analyzed are the results of observations of teacher and student activities, results of interviews, results of field notes, and results of student evaluations. Data in the form of observations of teacher activities, results of interviews, and results of field notes were analyzed in the form of descriptions in the form of conclusions. Data from student evaluation results and observations of student activities were analyzed using numbers.

3. Results and Discussion

Researchers carried out pre-action activities which were carried out on June 27, 2022. Researchers conducted pre-action observations of learning in class VII-A MTsN 4 Jombang to determine the condition and character of class VII-A students. The researcher also interviewed the Arabic teacher in class VII-A to discover the problems in learning Arabic. This classroom action research is conducted every Wednesday, according to the Arabic lesson schedule for class VII A, which starts at 09.00 WIB and until 10.20 WIB. The time allocation for each lesson is 40 minutes. This research consists of two cycles. With the details of the first cycle held three meetings, while the second cycle held two meetings. Implementation of classroom action research in cycles I and II includes four stages: planning, implementation, observation, and reflection.

The results of the classroom action research that has been carried out include the results of the learning tests at the end of cycle I and the end of cycle II, as well as the results of student interviews. The results of the cycle I and cycle II tests were used as a benchmark for students' *maharah kalam*. Cycle I and cycle II test scores can be seen in the appendix. All 24 students in class VII-A took the cycle I and II tests. The following presents a comparison graph of the scores of 21 students who took the first and second-cycle tests.

Table 1.1. Conclusion of Cycle I Test Value Score

No	Range of Test Scores I	Criteria	Number of Students

1	81 – 100	Very Good	5
2	61 – 80	Good	7
3	41 – 60	Enough	9
4	21 – 40	Less	3
5	0 – 20	Very Less	0

From the table above, it can be seen from the percentage diagram of the number of students who get scores based on the criteria in the first cycle test as follows:



The 24 students who obtained cycle II test scores based on the value criteria can be seen in the following table:

Table 1.2. Conclusion of Cycle II Test Scores

No	Range of Test Scores I	Criteria	Number of Students
1	81 – 100	Very Good	7
2	61 – 80	Good	9
3	41 – 60	Enough	7
4	21 – 40	Less	1
5	0 – 20	Very Less	0

From the table above, it can be seen by the diagram that the number of students who get scores based on the criteria on the second cycle test is as follows:



Based on these indicators of success, namely the average class score in

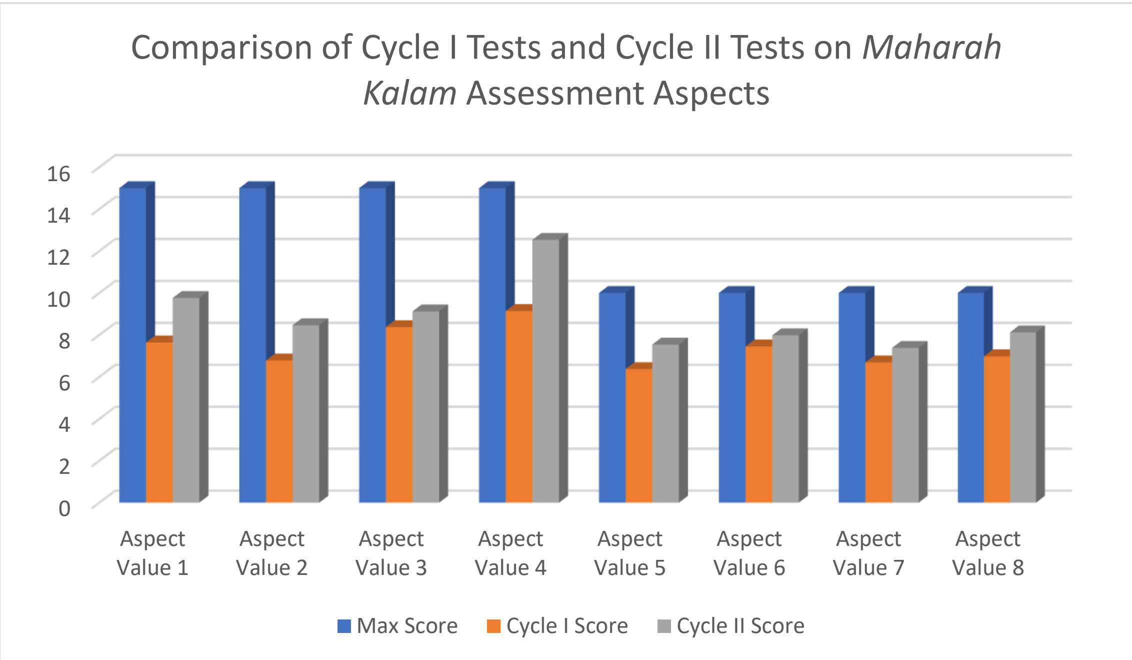
maharah kalam on the speaking ability test for each cycle, at least with good criteria, has been achieved. This can be seen based on the average test results in the second cycle test, which is equal to 76.54 with good criteria. While the average score of the cycle I and cycle II tests based on each aspect of speaking, both linguistic and non-linguistic aspects of the maximum score for each aspect of speaking can be presented in the following table:

Table 1.3. The Average Score of the *Maharah Kalam* Assessment Aspect

No	Assessment Aspect *Maharah Kalam*	Maximum Score	Average Score	
			Cycle I	Cycle II
1	Fluency (Makhraj)	15	7,64	9,76
2	Intonation	15	6,78	8,46
3	Choice of Expressions	15	8,37	9,12
4	Grammar	15	9,14	12,53
5	Smoothness	10	6,37	7,54
6	Courage	10	7,45	7,98
7	Topic Mastery	10	6,69	7,38
8	Comprehension	10	6,98	8,12

Comparison of the average scores of the cycle I and cycle II tests based on each aspect of speaking proficiency to the maximum score of each aspect of speaking can be seen in the following diagram:

Table 1.4. Comparison of Cycle I and Cycle II of *Maharah Kalam* Assessment Aspects



From the table, the percentage of the average score of the first cycle and second cycle tests for the maximum score for each aspect of speaking proficiency is obtained based on their qualifications as shown in the following table:

Table 1.5. Percentage of Average Score in *Maharah Kalam* Assessment Aspect

No	Assessment Aspect *Maharah Kalam*	Cycle I		Cycle II	
		Percentage	Qualifications	Percentage	Qualifications
1	Fluency (Makhraj)	50,93%	Enough	65,06%	Good
2	Intonation	45,2%	Enough	56,4%	Enough
3	Choices of Expressions	55,8%	Enough	60,8%	Enough
4	Grammar	60,93%	Enough	83,53%	Very Good
5	Smoothness	63,7%	Good	75,4%	Good
6	Courage	74,5%	Good	79,8%	Good
7	Topic Mastery	66,9%	Good	73,8%	Good
8	Understanding	69,8%	Good	81,2%	Very Good

From the explanation above, it can be understood that the success indicator is based on the percentage of the average score of each *Maharah Kalam* aspect against the maximum score for each *Maharah Kalam* aspect with a minimum qualification that has been achieved. The results of interviews between researchers and students can be concluded by researchers as follows: 1) Students feel happy after participating in learning Arabic on the subject of stationery and objects in class with the TPR method; 2) Students stated that there was a difference with the previous learning, because in the TPR method Arabic subject matter became easier to understand; 3) Learning Arabic with imperative formation helps students add Arabic vocabulary and use it in everyday conversations; 4) Understanding and memory are well obtained by students through the body movements of students in answering or responding to commands.

Learning Arabic with the TPR method in class VII-A MTsN 4 Jombang has been carried out in accordance with the learning steps in the Learning Implementation Plan, namely: 1) In the preliminary activities, learning begins with an explanation of the tasks that must be carried out by students during learning activities going on; 2) In the core activity, learning Arabic is carried out with imperative forms that require student responses to do so, individual students can use these imperative forms to be responded to by their friends either individually or in groups; 3) In the closing activity, reflections are given on mistakes during the learning process.

At this stage, the main feature of the TPR method used is to just postpone "speaking" from students until their understanding of spoken language is "truly

extensively established".[18] In the core activities, the teacher uses forms of commands that require students' body movements in answering or responding to these commands.[19][20]The imperative form of language is a powerful tool for manipulating the behavior of students and guiding them towards understanding through movement or action.

At this stage the main characteristic of the TPR method used is to achieve success in understanding spoken language through utterances made by the instructor in the form of imperatives or orders. In the implementation of learning, students can also give orders to their fellow friends which require body movements in answering or responding to these commands. In the implementation of subsequent core activities, it appears that students individually, in pairs or in groups, there is interaction between one student and another student. In this case, they test each other with different or stationery that they carry. In addition, students also interact with teachers when students experience difficulties, so the teacher helps students to understand more.

In the closing activity, reflection was given on the ease in acquiring proficiency in speaking Arabic if they increased their vocabulary. One of the ways to increase vocabulary could be done by using commands that demanded a physical response. In this study, indicators of students' ability to speak fluently were as follows: 1) Fluency, namely pronouncing Arabic with a really clear makhraj and paying attention to the length of the word and whether there is syiddah; 2) Intonation (tone and rhythm), namely how students pronounce question sentences, information sentences (answers) with the correct intonation; 3) Choice of expressions, namely the ability of students to develop sentence patterns and their variations; 4) Grammar, namely the ability of students to produce sentences according to the rules and correct grammar; 5) Fluency, namely students do not repeat words or sentences in speaking; 6) Courage, that is, students dare to speak Arabic and practice it in class during the learning process; 7) Topic mastery, namely students master Arabic learning material, especially in speaking; 8) Comprehension, namely students understand the new vocabulary they are learning and this is evidenced by the correct response when there is an order.

From the explanation above, students have speaking skills that are used in the student learning outcomes test questions. In the first cycle test, some students still experienced some obstacles, including not pronouncing the word with the correct meaning. For example, the word *qalam* is still pronounced with the word *kalam*, the word *ba'bun* is still pronounced with the word *babun*, and *tsallasyah* is still

[18] Widya and Agustiana, 'Peningkatan Penguasaan Kosakata Dengan Metode Total Physical Response (TPR)'.

[19] Ulya and Ichsan, 'Pengaruh Metode Total Physical Response Pada Perkembangan Kosakata Bahasa Inggris Anak Usia Dini'.

[20] Keren Dady, 'Meningkatkan Kemampuan Mendengar Siswa Sekolah Dasar Dalam Bahasa Inggris Dengan Menggunakan Metode TPR (Total Physical Response)' (Universitas Sam Ratulangi, 2019).

pronounced as *tsalasah*. Then after the test is finished the teacher explains and gives direction to the student. In the test cycle II, students have been fluent in practicing speaking and pronouncing words clearly and correctly. Based on the percentage score on the fluency aspect obtained by students in the first cycle test was 50.93% with sufficient qualifications and the second cycle test was 65.06% with good qualifications.

The next aspect of language proficiency is intonation (tone and rhythm). In this aspect students are required to pronounce a sentence with the correct intonation. For example, when they ask a friend, they must use a questioning intonation, not just flat and without intonation. In the first cycle test there were some students who still did not use intonation correctly. In the test cycle II students experienced an increase, based on the percentage score on the aspect of intonation obtained in the oral test cycle I of 45.2% with sufficient qualifications and in the second cycle test of 56.4% with sufficient qualifications.

In the next aspect is the selection of expressions, namely expressing intent by choosing the right sentence or word and the accuracy of the intent with the student's speech. In the first cycle test results were 55.8% with sufficient qualifications and in the second cycle test results were 60.8% with sufficient qualifications. The next aspect is grammar, namely whether the student's expression is in accordance with the grammar, especially in the use of demonstrative words. In the second cycle test results of 83.53% with very good qualifications.

In addition to the aspects mentioned above, there are still several non-linguistic aspects that are part of other aspects of speaking proficiency, including fluency. In this aspect students are required to be able to speak fluently and without asking questions or getting stuck in the middle of the road. The results of the first cycle test were 63.7% with good qualifications and the second cycle test results were 75.4% with good qualifications. The next non-linguistic aspect is courage, this is important considering that initially students still feel embarrassed to practice speaking in front of the class. However, after several students came to the front of the class and practiced, they were finally motivated and brave. In the first cycle test results were 74.5% with good qualifications and increased in the second cycle test results to 79.8% with good qualifications.

In the next non-linguistic aspect is topic mastery, namely students are expected to be able to master speaking material so that they do not become passive and only answer questions from their friends. The results of the first cycle test were 66.9% with good qualifications and the second cycle test results were 73.8% with good qualifications. The last non-linguistic aspect is understanding. This aspect of understanding requires students to give the correct response from their interlocutor, whether in the form of carrying out orders or giving answers. The results of the first cycle test were 69.8% with good qualifications and increased in the second cycle test results to 81.2% with very good qualifications. From the

aspects of speaking proficiency, both linguistic and non-linguistic aspects from the first cycle test to the second cycle test, all experienced an increase. Then the average score of the class learning outcomes test obtained by students increased from the first cycle test which was equal to 60.98% with good criteria and in the second cycle test it was 72% with good criteria.

From the results of research interviews with students conducted at the end of cycle II, researchers can understand that students feel happy in the process of learning Arabic using the TPR method, so students find it easier to understand the material provided by the teacher and become active in the learning process in class. From the responses of students who like Arabic lessons using the TPR method, students are happier in learning so that students can easily improve their speaking skills.

Supporting and Inhibiting Factors for Increasing *Maharah Kalam* Arabic through the TPR Learning Method in Class VII-A MTsN 4 Jombang

Speaking or oral communication activities are individual activities to convey messages orally to a group of people, which is also called the audience or assembly.[21] For the purpose of the conversation or message to reach the audience properly, it is necessary to pay attention to several factors that can support the effectiveness of speaking.[22] Speaking activities also require things beyond language skills and knowledge.[23] When speaking, a) mastery of language is needed, b) language, c) courage and calm, d) the ability to convey ideas smoothly and regularly. Based on the results of research conducted by researchers on class VII-A students of MTsN 4 Jombang, there were several supporting and inhibiting factors encountered.

Supporting Factors

The supporting factors for speaking activities that have been carried out by research at MTsN 4 Jombang are as follows. Linguistic factors, including a) the accuracy of speech, b) the placement of tone pressure, joints or appropriate duration, c) choice of words, d) the accuracy of the use of sentences and grammar, e) the accuracy of the target of speech. While non-linguistic factors, include a) a reasonable attitude, calm and not stiff, b) the gaze must be directed to the other person, c) willingness to respect others, d) appropriate gestures and expressions, e) loudness of voice, f) fluency, g) relevance, reasoning, h) topic mastery. Based on the description above, it can be concluded that the factors that influence speaking activities are linguistic (linguistic) and non-linguistic (non-linguistic) order factors.

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[21] M. Dzikrul Hakim Al-Ghozali and Aris Wahyudi, 'Penggunaan Model Pembelajaran Maharah Al-Kalam Berbasis Teori Konstruktivisme Terhadap Hasil Belajar Siswa-Siswi Madrasah', *JoEMS (Journal of Education and Management Studies)* 4, no. 5 (2021).

[22] N Amir and N Nurjannah, 'Pelatihan Dan Pendampingan Maharah Kalam Santri Dalam Pembelajaran Bahasa Arab Di TKA/TPA', *Jumat Pendidikan: Jurnal* 3, no. 2 (2022).

[23] Muhammad Afthon Ulin Nuha and Nurul Musyafa'ah, *Implementation of Quality Management Curriculum in Arabic Learning*, vol. 6 (Arabiyatuna: Jurnal Bahasa Arab, 2022).

Obstacle factor

The results of the interview with Mr. Sulthon Sulaiman as the head of the madrasa said that:

> "*The factor that affects the lack of ability of students in speaking Arabic here is the lack of interest from the students themselves in learning Arabic, then the lack of tutors as supervisors of students in carrying out conversations in Arabic is also a factor.*" *(Interview, 06-28-2022)*

According to Mr. Nurul Huda as an Arabic lesson teacher said that:

> "*The lack of mastery of mufradat and not being used to speaking Arabic immediately becomes the main factor that causes students to have difficulty interacting using Arabic. Then there is no Arabic-language environment that will make it easier for students to practice Arabic together and a lack of infrastructure that can support learning Arabic language skills.*" *(Wcr, 06-28-2022)*

Meanwhile according to the students, many reasons were stated as factors inhibiting their ability to speak Arabic, including: Muhammad Putra Saragih he said

> "*The factor that hinders our ability to speak Arabic fluently is the lack of hours of Arabic lessons provided by the school, then also helper facilities which are still very lacking and interaction between friends using Arabic which is still very minimal for us to do.*" *(Interview, 07-17-2022)*

Meanwhile, according to Muhammad Noval Hakim, he said

> "*What causes students to be less able to speak Arabic is due to a lack of interest from us as students to learn Arabic because Arabic is very difficult to understand and a lack of memorizing vocabulary is also the main cause.*"

According to researchers, based on the results of interviews with the head of the madrasa, teachers, and several class VII-A students of MTsN 4 Jombang, it can be concluded that there are several factors that hinder students' ability to speak Arabic, including:

1. Lack of mastery of *mufradat* (vocabulary)

Vocabulary or in Arabic it is called mufradat is the key to being able to speak a foreign language, not only in learning Arabic, all languages in the world if you want to master it then the main key is to memorize the vocabulary of that language a lot. Without memorized mufradat, it will be difficult for someone to be able to speak Arabic.

2. Lack of interaction using Arabic

Language is a subject that requires a lot of communication in practice. Likewise with Arabic, to be able to speak Arabic properly and correctly, of course there must be a habit of communicating using Arabic directly with fellow friends or with existing teachers, because getting used to communicating using Arabic will also help in memorizing vocabulary.

3. Language Environment

The environment is a place where students carry out their daily activities. If the environment does not support being able to communicate in everyday Arabic, it

will also be difficult for students to be able to speak Arabic properly and correctly.

4. Lack of Learning Hours

Learning Arabic is not like learning Indonesian which is the language of our country and does not require many hours of lessons because we can already understand its meaning. Studying Arabic requires a long and continuous time to achieve the goal of learning it, namely being able to speak Arabic properly, because Arabic is a foreign language which is very difficult to learn in a short time, the letters in Arabic are also very much different. With the letters of the languages that exist in the world, that's what causes Arabic to take a long time to learn it.

5. Lack of Interest in Student Learning

The desire to learn a lesson is also very influential in understanding and mastering the lesson. Likewise with Arabic, if you want to be able to speak Arabic, the most important thing is that you must instill a sense of desire and love for Arabic itself.

4. Conclusion

Maharah Kalam learning in the subject of Arabic in class VII-A MTsN 4 Jombang has been carried out in accordance with the TPR method with the main characteristics of the TPR method, namely: 1) Delaying "speaking" from students until their understanding of spoken language is "true" steady extensively", ie the teacher does not ask students to speak Arabic; 2) The success of understanding spoken language is achieved through utterances made by the instructor in the form of imperatives or commands. In this case, the teacher makes several command sentences that require a physical response from students to do so; 3) Strive so that in some cases on understanding spoken language students will indicate or declare themselves "ready to speak". This has been done by the teacher by giving assignments to one student with another student to take turns giving orders to each other, besides that students are also not afraid to ask questions. The implementation of learning Arabic with the TPR method can improve students' skills in speaking on the subject ba'du al-asya' fi al-madrasah with basic sentence patterns which include dzalika, tilka (according to competency standard 3.1) in class VII-A MTsN 4 Jombang. Students' speaking proficiency increased with a class average score in the first cycle test of 60.98% with sufficient criteria and in the second cycle test of 72% with sufficient criteria. Based on the results of interviews with several students, they stated that they were happy with the learning that had been carried out using the TPR method. From the observations, the activeness of students in learning is also increasing. The students looked very enthusiastic when doing speaking practice.

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